

2012

Where in the World are You?

Carri Sawyer

Wood Intermediate School, Davenport Community School District

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Where in the World are You?

Created by: Carri Sawyer

Wood Intermediate School, Davenport Community School District

Grade Level (Req.): 6th grade	Content Area (Req.): Geography	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none">•••		
Time Frame (Req.): One 47 minute class period	Goal (Req.): This lesson is designed as an activity in locating places around the world using latitude and longitude.	
	Objective (Req.): Students will be able to locate a destination given the latitude and longitude.	
Materials Needed (Req.): <ul style="list-style-type: none">• 1-2 destination cards per student and an atlas per student• Over head or LCD projector with PowerPoint• Smart Board••••	New Vocabulary (Opt.): <ul style="list-style-type: none">•••••	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Where in the world are you?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none">1. Start the lesson by reviewing how to locate latitude and longitude.2. Some students may be familiar with the game Where in the World is Carmen Santiago. This game is similar.3. Students must find the absolute location of the city, country listed on their card.4. Once the group has this done, the teacher starts the game by reading a card that says, "I have _____, who has 30N, 48E?"5. The student with that destination would answer, "I have Kuwaiti, Kuwaiti. Who has 42N, 91W?"6. This process will continue until the final answer is the one the teacher gave to start the game.7. Extending the Lesson: Have small groups of students create their own Where in the World game.8.9.10.11.12.13.14.15.16.17.		

18. 19. 20.	
Formative Evaluation (Req.): Check for understanding	Assessment (Req.): Assessment is prior and during the game.
Iowa Core Curriculum Standards Used (Req.): <ul style="list-style-type: none"> • Geography, grade 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments. • Geography, grade 9-12: Understand how physical and human characteristics create and define regions. • Geography, grade 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations. • Geography, grade 9-12: Understand how physical and human processes shape the Earth's surface and major ecosystems. • Geography, grade 9-12: Understand how human actions modify the environment and how the environment affects humans. • Geography, grade 9-12: Understand how culture affects the interaction of human populations through time and space. • Geography, grade 9-12: Understand how cultural factors influence the design of human communities. • • • 	
Common Core Curriculum Standards Used (Opt.): <ul style="list-style-type: none"> • • • • • 	
NGS Standards Used (Req.): <ul style="list-style-type: none"> • How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information • The physical and human characteristics of places • How culture and experience influence people's perceptions of places and regions • The characteristics and spatial distribution of ecosystems and biomes on Earth's surface • The characteristics, distribution, and migration of human populations on Earth's surface • The characteristics, distribution, and complexity of Earth's cultural mosaics • How human actions modify the physical environment • How physical systems affect human systems • The changes that occur in the meaning, use, distribution, and importance of resources • 	
Five Themes of Geography Used (Req.): <ul style="list-style-type: none"> • Location • • • • 	School District Standards and Benchmarks (Opt.): <ul style="list-style-type: none"> • • •

21st Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

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